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ABSTRACT

Composite statistical data was collected on the education in all the rural counties of the United States. Data were drawn from the findings of two major surveys conducted by the Office of Education as a part of its 1954-56 "Biennial Survey of Education in the United States": (1) the Rural County Survey covered multi-district counties--rural counties having more than one school district per county; and (2) the County Unit Survey covered single-district counties--rural counties having a single district per county. A total of 1,760 counties, or 57% of all the counties in the Nation, representing 44 states, were covered. Data were summarized for all rural counties, grouped both by degree of ruralness and by types of school organization (single-district or multi-district). Tabular data covered general statistics on counties, districts, pupils, staff, schools, etc.; the distribution by level of instruction; adult education, public summer schools, and junior colleges in rural counties; financial statistics collected by the two surveys; and the percentage of total enrollment in each grade (K-12). The data verified the fact that the small school was the dominant feature of rural education. Some highlights included: in 1955-56 the schools of rural counties enrolled 6,248,000 pupils, or approximately 20% of the Nation's total public school enrollment; 40% of the Nation's schools and 50% of all school districts were located in rural counties; and the more rural counties averaged fewer pupils and fewer teachers per school. (NQ)

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THE RURAL SCHOOL SURVEY

STATISTICS OF Rural Schools

A U.S. Summary

1955-56

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HIGHLIGHTS

In 1955-56 the schools of counties here defined as rural enrolled 6,248,000 pupils, or approximately 20 percent of the total public school enrollment of the United States. Forty percent of the Nation's schools and 50 percent of all school districts were located in these rural counties.

* * *

Comparisons of the counties, grouped by degree of ruralness, revealed that the more rural counties averaged fewer pupils and fewer teachers per school than did the less rural counties. The more rural counties paid smaller salaries, had lower expenditures per pupil, except for transportation, and received proportionately greater financial support from Federal and State governments.

* * *

When the counties were compared by type of county school organization, the single-district (county-unit) rural counties averaged significantly larger enrollments and instructional staffs per school than did the multi-district counties. Pupil-teacher ratios were also higher in single-district counties. The proportion of secondary teachers who are men, however, was found to be greater in multi-district counties. Both total expenditure per pupil and average annual salaries paid members of the instructional staffs were substantially lower in the single-district counties than in the multi-district counties. Most of the single-district counties (about 85 percent of them) are in the Southeast.

* * *

The rural counties, as a whole, were found to deviate markedly from cities (grouped according to population, as follows: 2,500 to 9,999; 10,000 to 24,999; and 25,000 and over) in a number of school factors. The enrollment per elementary school in the largest cities was 5 times that in rural counties; for secondary schools the average in the largest cities was 7 times as great. Even for the smaller cities the enrollment per school--elementary or secondary--was more than 3 times that for the rural counties. In total instructional staff per school the average for the largest cities was 26 and for the smallest cities 14, as compared with an average staff of 5 in the rural counties. Slightly over one-fourth of all rural counties reported kindergarten programs, as compared with well over one-half of the city school system, all groups considered. The total cost per pupil and the average staff salaries in all three groups of cities were also found to exceed those in rural counties. The amount spent per pupil (in total average daily attendance) for transportation, however, was 7 times as great in the rural counties as in the largest cities, and over twice as great as in the smaller cities.

* * *

The facts uncovered by this study clearly verify the idea that the small school is the dominant feature of rural education. What this means in teacher load, in limited curriculum offerings, in undeveloped special services, and in the cost of education is also suggested by the data which are presented.

Circular Number 565

May 1959

STATISTICS OF

Rural Schools

A U.S. Summary

1955-56

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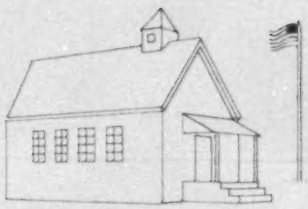

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FOREWORD

The present publication is the second circular planned under the general series, "The Rural School Survey." These reports are based on, and supplementary to, the Rural County Survey, which has been authorized for publication as Chapter 3, Section IV of the Biennial Survey of Education in the United States: 1954-56. Circular 529, "Statistics of Public School Systems in 101 of the Most Rural Counties: 1955-56", was the first such supplementary report. It presented selected data based upon an analysis of reports from highly rural counties in 24 States.

Circular 565, "Statistics of Rural Schools--A U.S. Summary: 1955-56," gives a composite statistical picture of the schools in all the counties of the United States that qualified as rural under the definition adopted. In addition to the data for 1,199 counties collected in connection with the Rural County Survey, this report also includes data for 561 counties drawn from the County Unit Survey, authorized for publication as Chapter 3, Section III of the 1954-56 Biennial Survey. Thus this summary covers a total of 1,760 counties, or 57 percent of all the counties in the Nation, representing 44 States.

Since 1954-56 was the first biennial period for which data on rural schools were separately collected and published, it was considered important to include in a single report as concise, clear, and complete a picture as can be presented at this time. Persons seeking further information on education in rural counties are referred to the more detailed studies presented in Sections III and IV of Chapter 3 of the Biennial Survey.

Additional supplementary studies are now under way on other selected aspects of rural education and will be issued soon as the third and fourth circulars in this series.

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STATISTICS OF RURAL SCHOOLS

Introduction

How many children are enrolled in the rural schools of the Nation? How many teachers are employed therein? What are the salaries paid the teachers in rural areas and how do they compare with salaries paid teachers in the cities? Are rural schools smaller than city schools? How much smaller? To answer these questions and other similar ones, this circular presents a national summary of all statistical data collected by the Office of Education on the public schools of rural counties for the school year 1955-56.

In order to present an overall picture of education in the rural counties of the United States, this report has drawn from the findings of two major surveys recently conducted by the Office of Education as a part of its 1954-56 Biennial Survey of Education in the United States. The Rural County Survey[1] covered rural counties having more than one school district per county. For purposes of the present study, such counties have been labeled "multi-district" counties. The County Unit Survey[2] included rural counties having a single district per county.

The latter group of rural counties, commonly called "county units," are referred to herein as "single-district" counties. Both of the original surveys, in their published form, present detailed data on a county basis, yet neither of them covers all rural counties. There was a need, therefore, to summarize in one concise report the information available on education in all the rural counties of the Nation.

Organization of This Report

The basic data compiled for this composite report are shown in tables 1 through 5. In each of these tables, the data have been summarized for all rural counties, grouped according to degree of ruralness. Table 1 is a coverage table showing the number of counties selected from each State and region, grouped both by degree of ruralness and by types of school organization of the county (single-district or multi-district). Table 2 presents general statistics on counties, districts, pupils, staff, schools, etc. Table 3 then shows the distribution by level of instruction of the data on pupils, staff, and schools reported in table 2, together with facts on adult education, public summer schools, and junior colleges in rural counties. Table 4 contains a summary of all the financial statistics collected by the two surveys. The percent of total enrollment in each grade of the rural schools, kindergarten through grade 12, appears in table 5.

The text is divided fundamentally into three sections: (1) Identification and Stratification of the Rural Counties, (2) Coverage of the Report, and (3) Some Outstanding Findings. The text tables used as the foundation of discussion in these three sections are based wholly or in part on the basic tables (1 through 5). The purpose of the text tables is to summarize or highlight items in the basic tables, and in some cases to bring to light additional data which supplement or illuminate the facts reported in the detailed tables.

Identification and Stratification of Rural Counties

As stated earlier, this is a study of education in rural counties,[3] classified by degree of ruralness. The Rural County Survey provided the procedure used to identify and stratify rural counties. A more detailed presentation of the plan to be described below and a discussion of its limitations is set forth in the published account of the Rural County Survey. While the County Unit Survey was not originally a study of ruralness, for purposes of this study the rural single-district counties (county units) were chosen and classified in the same manner as the counties from the Rural County Survey (multi-district counties).

Using the data from the 1950 census the following two criteria were set up to identify counties as rural: (1) 60 percent or more of the total population of the county must be

[1] Authorized for publication as Chapter 3, Statistics of Local School Systems: 1955-56, Section IV, Rural Counties.

[2] Authorized for publication as Chapter 3, Statistics of Local School Systems: 1955-56, Section III, County Units.

[3] For an explanation of why the county was chosen as the basic unit for the survey, see Rural County Survey, cited in footnote 1.

rural,[4] i.e. must live outside centers of 2,500 or more;[4] (2) in any county with only between 60 and 85 of its population reported as rural, at least 50 percent of the rural population must also live on farms.[5] Using this set of criteria, 1,760 counties or 57 percent of all the counties in the United States qualified as rural. The location of the counties so chosen is shown graphically on the map (figure 1) and statistically in table 1.

The rural counties were stratified in the following manner:

1. Counties having 85 percent or more of their inhabitants classified as rural, with 50 percent or more of their rural people on farms, were designated Group A;
2. Counties having 85 percent or more of their inhabitants classified as rural, with less than 50 percent of these on farms, were designated Group B;
3. Counties having 75 but less than 85 percent of their people classified as rural with 50 percent or more of them living on farms, were designated Group C; and
4. Counties having 60 but less than 75 percent of their inhabitants classified as rural, with 50 percent or more of such population living on farms, were designated Group D.

This procedure of stratification yielded the results shown in table A. The distribution reveals that over two-thirds of the counties chosen for the survey have 85 percent or more of their population living outside centers of 2,500 or more.

It should be pointed out that while the grouping of the counties is generally from most rural (Group A) to least rural (Group D), the counties in Group B were found to vary greatly one from another and from the other groups of counties in both socio-economic and educational conditions. The primary factor contributing to the atypical character of these Group B counties seems to be the fact that in all cases less than half of the rural population was living on farms in 1950. Such counties were too rural to be excluded from the survey. However, they do not fall neatly into place in any grouping from most to least rural. The reader should bear this observation in mind when examining the educational statistics here presented.

Table A.--Rural Counties, Grouped by Degree of Ruralness: 1955-56

Rural group	Number	Percent
1	2	3
Total counties selected..	1,760	100.0
Group A.....	653	37.1
Group B.....	541	30.7
Group C.....	238	13.5
Group D.....	328	18.6

Note: Because of rounding, detail in percents may not add to total.

Coverage of the Report

Number and location of counties

Of the total 3,068 counties in the United States, 1,760 or 57 percent are reported on in this circular. The schools of all but four States--Connecticut, Rhode Island, Delaware and New Jersey--are represented in the totals (see table 1). Figure 1 shows the location of each of the 1,760 counties included and also distinguishes between the single-district and multi-district counties. Since this map was produced originally for the Rural County Survey, the multi-district counties are the only counties for which the rural grouping is indicated. The map clearly identifies the areas where (1) the rural population is heavily concentrated and (2) the two types of school organization, single-district and multi-district, are most common.

[4] United States Census Report, 1950, describes "rural population" as consisting of all persons remaining after the following persons are taken out of the total: (a) those living in incorporated cities, boroughs, and villages of 2,500 or more inhabitants, (b) those in incorporated towns of 2,500 or more where "town" is used to designate minor civil divisions of counties and (c) those in densely settled urban fringe areas around cities of 50,000 or more.

[5] United States Census Report, 1950, describes rural-farm population as consisting of all persons living on farms, except those paying cash rent for their house and yard only, and those persons in institutions, summer camps, motels, and tourist camps located on farms.

Coverage by type of county school organization

As stated earlier, 561[6] of the counties included in this document have the single-district type of school organization. These counties constitute 32 percent of all rural counties. They represent 76 percent of the total 742 single-district counties in existence in the United States in 1955. The fact that the county unit is more widely developed in the South than in other regions is, no doubt, one of the chief factors contributing to the essentially rural nature of the single-district counties. Of the 561 counties contained in this publication, 84 percent are located in the southeast region.

Table B shows in percentages the makeup of each rural group of counties by type of school organization. From table B it can be seen that every group contains both types of counties. However, the data in table B suggest that the single-district type of school organization is most highly developed in the most rural counties. For information on the number of single-district and multi-district rural counties, by region and State, see table 1.

Table B.--Percentage Distribution of Rural Counties, by Type of School Organization, by Group: 1955-56

Group	Total	Multi-district	Single-district
1	2	3	4
All groups..	100.0	68.1	31.8
Group A.....	100.0	60.8	39.2
Group B.....	100.0	62.8	37.2
Group C.....	100.0	78.2	21.8
Group D.....	100.0	84.1	15.9

Coverage in population, enrollment, districts, and schools

This study involves over 6 million children, 26,508 school districts, and 52,226 elementary and secondary schools. The total population living in these rural counties in 1950 was almost 27 million. As seen in table C, when the specified statistics for counties here defined as rural are compared with similar statistics for the whole United States, some interesting findings are obtained.

Of the total counties in the Nation, 57 percent were identified as rural; yet the 1950 population of these counties was less than 20 percent of that for the total United States. About one-half of the country's school districts (whether the total number or only those operating schools are considered) were in the 1,760 rural counties, yet only 17 percent of the Nation's 1955 school-age population (estimated school-age population for July 1955 was 37,262,000)

Table C.--Counties, Population, Enrollment, Districts, and Schools Covered by Report

Item	Total in United States	In rural counties	
		Number	Percent of total (col. 3 ÷ col. 2)
1	2	3	4
Number of counties, 1956.....	3,068	1,760	57.4
Population, 1950 (thousands).....	150,697	26,749	17.8
Enrollment, 1955-56 (thousands).....	31,163	6,248	20.0
Total school districts, 1957.....	52,913	26,508	50.1
Operating districts, 1957.....	44,170	21,703	49.1
Estimated number of schools 1955-56.....	130,473	52,226	40.0

[6] Seventeen hundred and sixty counties, 561 of them single-district counties, were originally selected as rural and stratified according to the procedure described on page 2. In Virginia, however, there were 10 cases in which two counties are combined to form a division and for which separate county reports were not available. In all tables, except coverage tables (tables A, B, and C), the combination, rather than the individual county, is treated as the basic rural unit.

was enrolled in the schools of those counties. In 1955-56 forty percent of the Nation's elementary and secondary day schools were located in rural counties, but they served only 20 percent of the total United States enrollment. In other words, 18 percent of the country's people are scattered over 57 percent of its counties and 20 percent of the children are distributed over 50 percent of all school districts and enrolled in 40 percent of all schools. These facts bear out the common idea that sparsity of population is one of the chief characteristics of the rural school environment. Few pupils, numerous small schools, wide distances between home and school--these are illustrative of the unique conditions and problems of rural education.

Some Outstanding Findings

Obviously, all of the findings of this composite summary cannot be discussed in the text. It is the intention of this section merely to highlight the facts presented. This process will be facilitated by making three types of comparisons: (1) Rural counties compared by degree of ruralness, (2) rural counties compared by type of school organization, and (3) rural counties compared with city school systems.

Rural counties compared by degree of ruralness

The data in the basic tables 2 through 5 are shown for rural counties arrayed in groups from most rural (Group A) to least rural (Group D). In order to discover apparent disparities between groups of rural counties, it is necessary to limit observations to derived data such as pupil-teacher ratios, average salaries, etc. An examination of tables 2, 3, and 4 yields evidence that rural counties, when grouped on the basis of ruralness, differ rather markedly on the following items: Average enrollment per school, average number of instructional staff members per school, average annual salary per member of instructional staff, current expenditures per pupil in average daily attendance, and percents of total revenue received, respectively, from Federal, State, and local sources.

Data on enrollment and staff per school have been drawn together from tables 2 and 3 and summarized below in table D. From this table it is clear that, except for Group B, the gradations in size of school, reflected in enrollment and staff, vary consistently with degree of ruralness. It was pointed out earlier in this report that Group B counties seem to be, in some respects, atypical rural counties and therefore are difficult to rank in degree of ruralness. Ignoring Group B, however, the data in table D suggest that the more rural the counties, the greater is the tendency toward small schools. These striking differences among the groups of counties in average enrollments and staffs obtain whether the data for elementary and secondary schools are considered separately or combined. The items in table D are the principal ones from tables 2 and 3, which show definite contrasts among the groups of counties.

Table D.--Enrollment and Staff per School For Rural Counties, Grouped by Degree of Ruralness: 1955-56

Item	All rural counties	Groups			
		A	B	C	D
1	2	3	4	5	6
Enrollment per school	119.6	99.7	129.2	127.6	138.7
Elementary[1]	105.0	87.0	115.3	111.7	122.5
Secondary[2]	177.2	163.2	172.8	186.6	193.6
Instructional staff per school	4.8	3.9	5.4	5.0	5.5
Teachers per elementary[1] school	3.6	3.0	4.1	3.8	4.1
Teachers per secondary[2] school	8.7	7.9	8.9	8.9	9.6

[1] Excludes kindergarten. See table 3.

[2] Unless otherwise indicated, the term "secondary" as used throughout this circular includes the 7th and 8th grades, reported as part of the high school.

Selected facts from table 4 are shown for emphasis in table E below. Again, in order to find a pattern of variation according to degree of ruralness, Group B must be dropped from consideration. Ignoring Group B, the statement can be made that the average salary for instructional staff and the current expenditure per pupil--both for the total and for instruction alone--vary inversely with degree of ruralness. In other words, the more rural the counties, the lower these figures tend to be. There is also considerable distinction between the most rural counties (Group A) and the least rural (Group D) counties in the percent of total revenue receipts received from Federal and State governments. According to the data in table E, the more rural counties obtain a greater proportion of their funds from the Federal and State governments than do the less rural ones. This means that the less rural counties are more dependent on local resources (district and county taxes, etc.) for support in financing the public schools.

The fluctuations in expenditure per pupil for transportation among the groups of counties, although slight, are interesting because of their direction. Unlike the expenditures per pupil for total cost and for instruction only, the expenditure per pupil for transportation is higher for the more rural counties. It should be pointed out that the figures given here for transportation costs were computed by dividing expenditures for transportation by total average daily attendance. The usual method of determining the per-pupil cost for transportation involves dividing the total amount for transportation expenditures by the number of pupils transported, rather than by the total average daily attendance. The data necessary for computing by that method, however, were not available from the two sources used for this report.

Additional data on the percent of the total school dollar spent for each of several accounts, transportation among them, can be obtained from table 4. These data depict only scant dissimilarities among groups of counties in the percent of total current funds expended for transportation, the percent being larger for the more rural counties. The differences among the groups of counties in the proportion of total current funds spent for other items such as administration and operation-maintenance are small but in the same direction as the transportation expenditures.

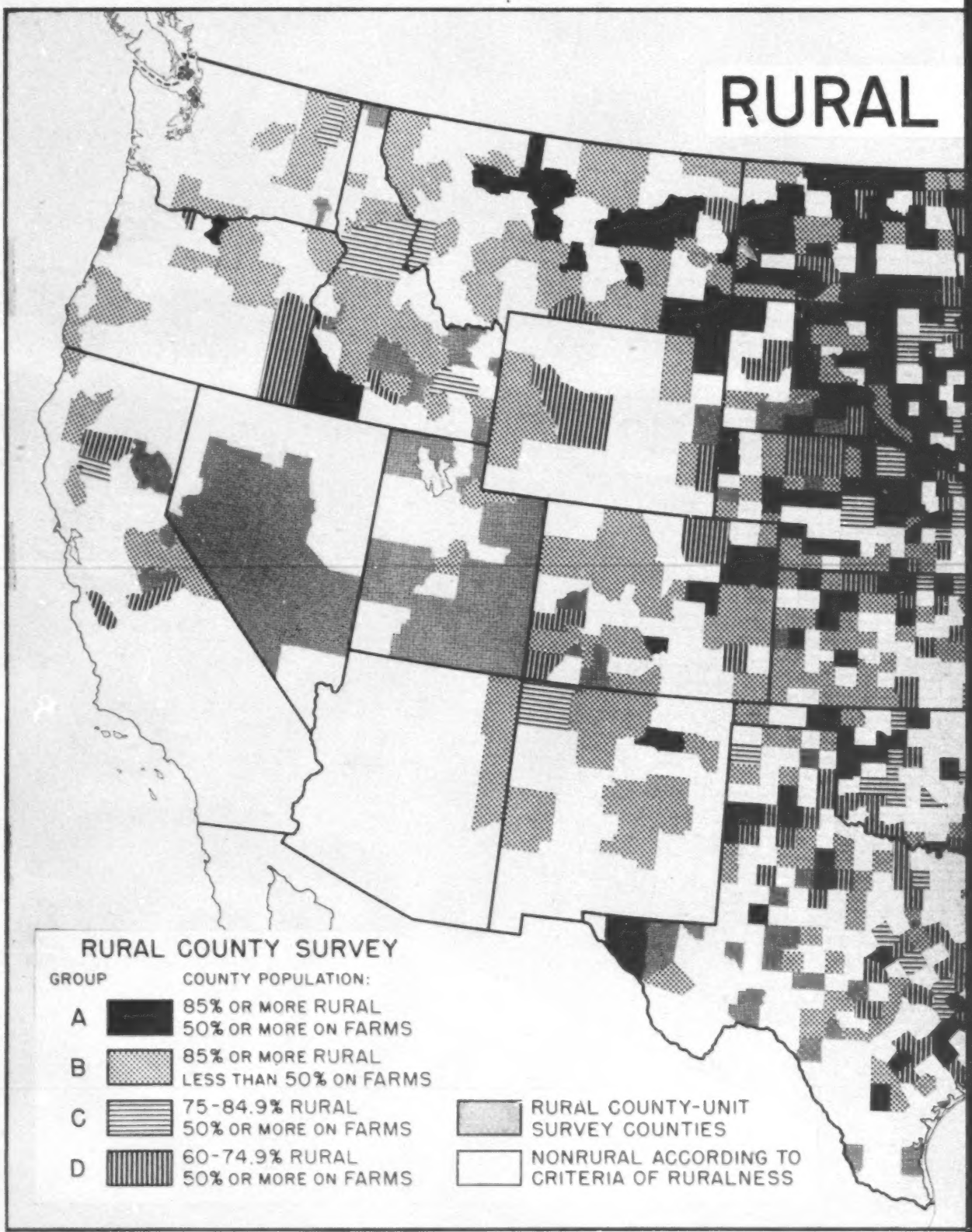
Table 5, containing the percentage distribution of total enrollment, by individual grades, was also examined for possible variation by degree of ruralness. However, the groups of counties seem to differ insignificantly on the percentage of enrollment in each of the grades. The facts presented in this table do dramatize the relatively small number of students in rural areas attending kindergarten. Less than 2 percent of all pupils in the least rural (Group D) counties are enrolled in kindergarten, and less than 1 percent in the most rural (Group A) counties.

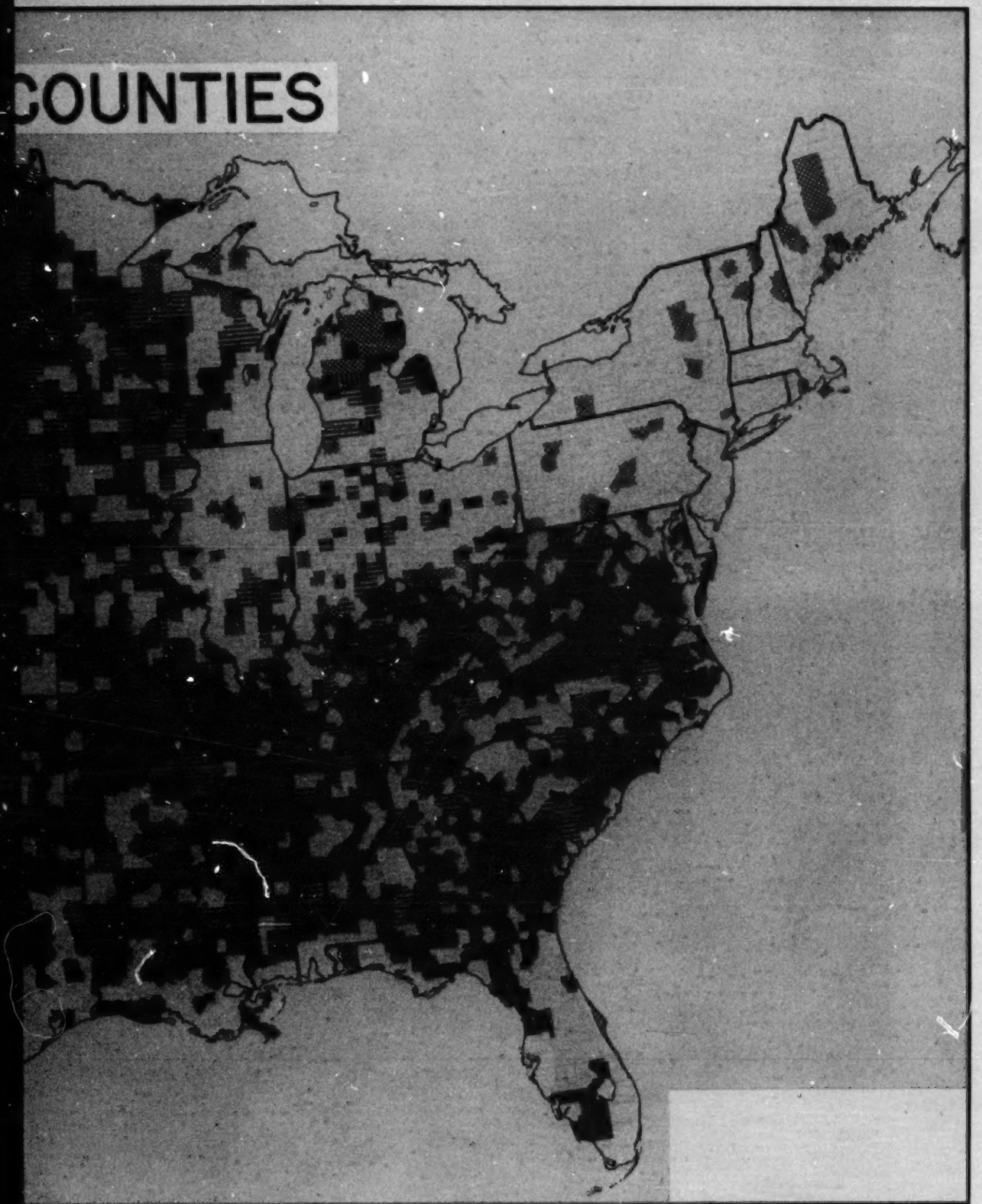
Rural counties compared by type of school organization

Although this study presents a composite summary of data from two different surveys, no breakdown of statistics by multi-district (counties with two or more districts having local administrative functions) and single-district (county-unit) counties is given in the basic tables. It was felt,

Table E.--Selected Financial Data For Rural Counties, Grouped by Degree of Ruralness: 1955-56

Item	All rural counties	Group			
		A	B	C	D
1	2	3	4	5	6
Average instructional staff salary.....	$3,123	$2,882	$3,365	$3,105	$3,218
Current expenditure per pupil.....	221	200	255	212	224
Expenditure per pupil for instruction...	152	139	172	148	155
Expenditure per pupil for transportation	21	21	25	20	19
Percent of total revenue from Federal and State governments.....	52.8	58.0	48.8	55.4	49.1


RURAL
RURAL COUNTY SURVEY
GROUP
COUNTY POPULATION:
A
85% OR MORE RURAL
50% OR MORE ON FARMS
B
85% OR MORE RURAL
LESS THAN 50% ON FARMS
C
75-84.9% RURAL
50% OR MORE ON FARMS
D
60-74.9% RURAL
50% OR MORE ON FARMS
RURAL COUNTY-UNIT
SURVEY COUNTIES
NONRURAL ACCORDING TO
CRITERIA OF RURALNESS


COUNTIES

therefore, that a small table presenting selected items of data for comparison by type of school organization would be helpful (table F). A thorough study of differences between single-district and multi-district counties cannot be made in this circular for at least two reasons. First, the primary purpose of the present circular is to summarize national statistics on rural education for 1955-56, not to analyze the data in detail. Secondly, the use of national statistics as a basis for comparing the two types of counties involves several limitations. For example, as discussed earlier, the single-district counties are largely concentrated geographically (85 percent of them located in the Southeast), while the multi-district counties are scattered. In a comparison of the two, based on national statistics, it would be difficult, if not impossible, to

Table F.--Selected Data on the Public Elementary and Secondary Schools of Rural Counties, by Type of School Organization: 1955-56

Item	All rural counties	Single-district counties	Multi-district counties
1	2	3	4
Percent of total enrollment:			
In elementary schools	73.0	73.1	73.0
In secondary schools	27.0	26.9	27.0
Number of pupils enrolled per teacher	26.1	29.1	24.9
Elementary	29.3	31.9	28.1
Secondary	20.3	23.5	19.1
Number of pupils in A.D.A.[1] per teacher	22.8	25.2	21.9
Elementary	25.4	27.5	24.6
Secondary	18.0	20.6	16.9
Men teachers as a percent of all teachers	25.3	21.7	26.8
Elementary	11.9	11.2	12.2
Secondary	50.5	42.6	53.5
Average enrollment per school[2]	119.6	164.8	105.7
Average enrollment per elementary school	106.8	148.7	94.0
Average enrollment per secondary school	177.2	232.1	159.3
Average instructional staff[3] per school[2]	4.8	6.0	4.4
Average number of teachers per elementary school	3.7	4.7	3.3
Average number of teachers per secondary school	8.7	9.9	8.4
Percent A.D.A. is of enrollment	87.4	86.7	87.7
Elementary	87.0	86.4	87.3
Secondary	88.4	87.6	88.8
Percent of systems reporting:			
Kindergarten	27.3	5.6	37.3
Adult education	18.3	27.9	13.9
Public summer school	2.6	6.2	1.0
Average annual salary per member of instructional staff[4]	$3,123	$3,090	$3,137
Current expenditure per pupil in A.D.A.[4]	221	188	237
Expenditure for instruction per pupil in A.D.A.[4]	152	135	160
Expenditure for transportation per pupil in A.D.A.[4]	21	20	22

[1] A.D.A. means average daily attendance.
[2] For definition of "school," see footnote 4, table 2.
[3] Includes supervisors, principals, classroom teachers and other nonsupervisory instructional staff for elementary and secondary schools.
[4] See footnote 2, table 4.

NOTE: In this table elementary includes kindergarten.

distinguish between differences attributable primarily to type of school organization and those due to factors inherent in the regional location of the counties. In order to isolate the unique characteristics of education in single-district counties, it would be necessary to design a study in which pertinent factors such as region, State, economic status, population density, degree of ruralness, etc., could be controlled. The data in table F and the accompanying comments are included here in the hope of stimulating interest and future research in this aspect of rural education.

The data presented in table F suggest that marked differences exist between the counties grouped by type of organization in the average enrollment and the average number of staff per school. For elementary and secondary levels combined, the average enrollment is 165 pupils per school in single-district counties, as compared with 106 in multi-district counties. For elementary schools alone, the average enrollment is 149 for the former and 94 for the latter. The two types of counties differ somewhat more widely in secondary enrollments, the averages being 232 and 159, respectively. With regard to instructional staff per school, a similar pattern is seen. For the elementary and secondary levels taken together, the figure for average staff per school is 6 for single-district counties and slightly over 4 for multi-district counties. Differentials of about the same magnitude exist between the types of counties when ratios for elementary and secondary schools are compared separately.

The data in table F also reveal differences between the types of counties in pupil-teacher ratios. Regardless of whether the ratio is based on pupils enrolled or pupils in average daily attendance, the number of pupils per teacher is smaller for the multi-district counties by 3 or 4. If the pupil-teacher ratios shown in table F are examined in the light of the standards often cited, namely 30 pupils per teacher in elementary and 25 in secondary schools, we see that by and large the ratios in multi-district counties, especially that for the secondary level, are low. For the single-district counties, the average number of pupils enrolled per elementary teacher slightly exceeds the optimum number cited; for secondary teachers, the ratio falls just below the criterion of 25. The ratios based on average daily attendance follow the same trends as those for enrollment.

Table F reveals also that in the multi-district counties the current expenditure per pupil (in A.D.A.) is almost $50 higher than in the single-district counties. Part of this difference can be accounted for by the fact that the multi-district counties pay their teachers an average of $47 more than do the single-district counties. Consequently, the cost per pupil for instruction is greater in the former ($160) than in the latter ($135). Another factor contributing to the higher expenditure per pupil for instruction in multi-district counties is the comparatively small number of pupils per teacher characteristic of those counties. In single-district counties where teachers serve more pupils, on the average, than teachers in multi-district counties, a decreased per-pupil cost is to be expected.

To show other accounts for which per pupil expenditures in multi-district counties exceed those in the single-district counties, table G is presented. From this table it is clear that the combined per pupil (A.D.A.) cost of maintenance and operation in the single-district counties is lower by 13 dollars than in the multi-district counties. Also, expenditures per pupil for administration (general control) and fixed charges are lower for the single-district counties. The data in table G point to a similarity between the types of counties in amounts spent per pupil for other school services. For transportation, the major item under "other school services," the single-district counties spend $2 less per pupil (table F). If the expenditure per pupil for transportation is divided by the total current expenditure per pupil, however, it can be demonstrated that in single-district counties a slightly larger proportion of the school dollar (11 percent) goes for transportation than in multi-district counties (9 percent), even though the cost per pupil in A.D.A. is lower in the single-district counties.

When the two types of rural counties are compared on the basis of programs auxiliary to the grade 1 through 12 instruction (kindergarten, adult education, public summer schools), table F shows that kindergarten instruction is more prevalent in multi-district counties. Over one-third of the multi-district counties reported having kindergartens, against less than 6 percent of the single-district counties. More of the latter, however, reported adult education and public summer school programs than did the former. Of the single-district counties, 28 percent said that they had adult education programs and 6 percent reported

Table G.--Expenditure Per Pupil, by Account, in Full-Time Public Day Schools of Rural Counties, by Type of School Organization: 1955-56

Account	Single-district counties	Multi-district counties
1	2	3
Total	$188	$237
Administration	6	11
Instruction	135	160
Operation	11	21
Maintenance	6	9
Other school services	28	29
Fixed charges	3	7

Note.--Because of rounding, detail may not add to totals.

public summer schools; for multi-district counties the percentages are 14 and 1, respectively.

There is also dissimilarity between the two types of counties in the percent of teachers who are men. The difference between the percent of men among elementary teachers is negligible. In the percent of men secondary teachers, however, the contrast is marked. In multi-district counties almost 54 percent of the secondary teachers are men. For single-district counties the percentage is only 43. This discrepancy between types of counties in the percent of secondary teachers that are men is more striking than discrepancies among the counties grouped according to degree of ruralness (see table 3). It will be seen later (table H) that when all rural counties are compared with city school systems on this item, the resulting differences are also less decided than those between single and multi-district counties.

Rural counties compared with city school systems

In order to see more clearly what are the unique features of education in rural counties, table H presents data on selected indexes for all rural counties and for city school systems grouped by population size. Variations were discovered earlier among rural counties, classified both by degree of ruralness and by type of school organization, in the average enrollment and staff per school. In spite of the diversity among rural counties in size-of-school factors, when all rural counties are compared with city school systems (table H), it becomes obvious that the schools of rural counties are small indeed.

The average enrollment per elementary school in the largest cities (25,000 or more population), for example, is over 5 times as large as that for the rural counties. For the secondary schools the average enrollment of 1,136 in the largest cities is more nearly 7 times that for the rural counties (177.2). Even when the data for cities with population under 10,000 are compared with those for rural counties, the contrast is striking. The enrollment per school for the smaller cities is almost three times that for the rural counties. This disparity obtains whether elementary and secondary levels are considered separately or in combined form. In number of teachers per school, the cities vary from 18.1 (largest cities) to 10.7 (smallest cities) for the elementary schools, and from 47.1 to 19.7 for the secondary schools. Corresponding figures for the rural counties are 3.7 (elementary) and 8.7 (secondary). There is then a pronounced gap between the size of school ratios for even the smallest cities and those for the rural counties. The small number of teachers per elementary school in rural counties (3.7) seems to reflect the persistence of the 1-, 2-, and 3-teacher schools in rural areas. The average number of teachers in secondary schools (8.7) suggest that many of the rural high schools have only four to six teachers. In any case, most of them have fewer than 10. In many rural schools where there are so few teachers, the elementary teacher must teach all or several grades. The high school teacher, instead of teaching one subject

Table H.--Comparisons of Selected Data on Public Schools For Rural Counties and For Cities, by Population Size: 1955-56

Item	Rural counties	Independent cities with population--		
		2,500 to 9,999	10,000 to 24,999	25,000 or more
1	2	3	4	5
Percent of total enrollment:				
In elementary schools	73.0	67.3	65.2	67.7
In secondary schools	27.0	32.7	34.8	32.3
Number of pupils enrolled per teacher	26.1	27.0	27.4	28.8
Elementary	29.3	30.3	30.0	31.8
Secondary	20.3	22.2	23.5	24.1
Men teachers as percent of all teachers	25.3	27.7	27.5	25.0
Elementary	11.9	11.6	11.3	11.2
Secondary	50.5	52.0	51.2	46.9
Average enrollment per school[1]	119.6	354.0	464.8	685.4
Elementary	106.8	324.2	382.1	576.3
Secondary	177.2	436.3	781.1	1,135.9
Average instructional staff[2] per school[1]	4.8	14.0	18.3	25.5
Average number of teachers per elementary school	3.7	10.7	12.7	18.1
Average number of teachers per secondary school	8.7	19.7	33.3	47.1
Percent A.D.A.[3] is of enrollment	87.4	88.6	89.3	87.0
Elementary	87.0	87.7	88.5	86.5
Secondary	88.4	90.4	90.9	88.2
Percent of systems reporting:				
Kindergarten	27.3	57.6	61.9	73.4
Adult education programs	18.3	9.7	25.3	49.1
Public summer schools	2.6	2.8	12.6	31.5
Average annual salary per member of instructional staff[4]	$3,123	$4,034	$4,375	$5,068
Current expenditure per pupil in A.D.A.[4]	221	273	286	321
Expenditure for instruction per pupil in A.D.A.[4]	152	195	211	234
Expenditure for transportation per pupil in total A.D.A[4]	21	10	5	3

[1] For definition of school see footnote 4, table 2.

[2] Includes supervisors, principals, classroom teachers, and other nonsupervisory instructional staff for elementary and secondary schools.

[3] A.D.A. means average daily attendance.

[4] See footnote 2, table 4.

Note. In this table elementary includes kindergarten.

field, is often called on to teach several subjects as well as to provide guidance services and to organize whatever extracurricular activities are made available. The small school with limited curriculum, few specialized services, and overworked teachers is clearly a dominant feature of the rural education picture.

There are wide dissimilarities between rural and city school systems also in financial practices (table H). Rural counties averaged exactly $100 less in total expenditures per pupil than did the largest cities in 1955-56; they spent about $50 less per pupil than the smallest cities. The question could be asked: If the small

schools of rural counties are so costly, as suggested earlier, why is their total cost per pupil lower than that for city schools by $50 to $100? At least part of the answer to this question is quite obvious from a further examination of table H. The cost of education is greater in city school systems, where the salaries paid teachers are higher.

The salary average per member of instructional staff for the largest cities is almost $2,000 higher than that for rural counties; the average in smaller cities is about $900 higher. This salary differential probably accounts for the largest part of the variation in per-pupil cost. Table H does not contain the data necessary to explain any remaining rural-urban differences in per-pupil expenditures. Possibly the charges for certain additional programs such as guidance and psychological services, expanded libraries, health and attendance programs, which are not so common in rural areas, contribute to the higher cost for the cities. It appears that expenditures for such added educational services more than offset the large sums spent for transportation in rural counties. From table H it can be seen that the amount spent for transportation per pupil in total average daily attendance is 7 times as great in rural counties as in the largest cities and over twice as great as the amount spent by the smaller cities. In 1955-56, 10 percent of the total budget in rural counties went for pupil transportation, as compared with a range from 1 to 4 percent in the cities. In other words, some of the money which must go for transportation in rural counties is free in the cities, presumably, to be used for other such specialized services as are desired.

It is clear from the data in table H that provisions for kindergartens, adult education, and public summer schools are, for the most part, more prevalent in the cities, especially in those with a population of 25,000 or more, than in rural counties. The rural-urban disparity in frequency of kindergartens is fairly wide. Over half of the smallest cities and almost three-fourths of the largest cities reported having kindergartens, contrasted with slightly over one-fourth of the rural counties. The dissimilarities between rural and urban school systems in the availability of adult education and summer schools are not so striking. It should be noted, however, that the proportion of respondents reporting adult education is lower for the smaller cities than for the rural counties. The two differ little on summer schools.

The distinctions between rural counties and cities appear insignificant with respect to such factors (table H) as pupil-teacher ratio, percent of teachers that are men, and percent A.D.A. is of enrollment. The marked divergence between the single-district and multi-district rural counties regarding both pupil-teacher ratios and percent of teachers that are men was pointed out earlier. When all of the rural counties are added together for purposes of making comparisons with city school systems, however, the peculiarities of rural counties in pupil-teacher ratios and percent of men teachers appear to be insignificant. In other words, low pupil-teacher ratios and a high percent of men teachers seem to be characteristic, not of rural counties in general, but of a particular type of rural county, namely the multi-district county.

Table 1.-- TOTAL NUMBER OF COUNTIES AND NUMBER OF RURAL COUNTIES, BY TYPE OF DISTRICT ORGANIZATION, DEGREE OF RURALNESS, REGION AND STATE: 1955-56

Region and State	Total number of counties in State	Number of rural counties							
		Total		Classified as to type of district organization		Classified as to degree of ruralness 1/			
		Number	Percent of total (Col. 3 ÷ Col. 2)	Single-district	Multi-district	Group A	Group B	Group C	Group D
1	2	3	4	5	6	7	8	9	10
CONTINENTAL UNITED STATES	3,068	2/1,760	2/57.4	561	1,199	650	533	239	328
NEW ENGLAND	67	10	14.9	---	10	---	9	---	1
Connecticut	8	(3)	---	---	---	---	---	---	---
Maine	16	4	25.0	---	4	---	3	---	1
Massachusetts	14	1	7.1	---	1	---	1	---	---
New Hampshire	10	1	10.0	---	1	---	1	---	---
Rhode Island	5	(3)	---	---	---	---	---	---	---
Vermont	14	4	28.6	---	4	---	4	---	---
MIDEAST	176	24	13.6	9	15	2	22	---	---
Delaware	3	(3)	---	---	---	---	---	---	---
Maryland	23	9	39.1	9	---	1	8	---	---
New Jersey	21	(3)	---	---	---	---	---	---	---
New York	62	4	6.5	---	4	---	4	---	---
Pennsylvania	67	11	16.4	---	11	1	10	---	---
GREAT LAKES	436	171	39.2	7	164	39	57	31	44
Illinois	102	34	33.3	5	29	5	16	5	8
Indiana	92	35	38.0	1	34	6	10	6	13
Michigan	83	37	44.6	---	37	7	19	6	5
Ohio	88	25	28.4	---	25	8	6	4	7
Wisconsin	71	40	56.3	1	39	13	6	10	11
PLAINS	619	452	73.0	7	445	199	99	60	94
Iowa	99	69	69.7	---	69	14	9	21	25
Kansas	105	64	61.0	1	63	16	34	4	10
Minnesota	87	66	75.9	1	65	24	6	13	23
Missouri	114	88	77.2	---	88	46	9	13	20
Nebraska	93	70	75.3	2	68	36	20	5	9
North Dakota	53	44	83.0	---	44	28	12	---	4
South Dakota	68	51	75.0	3	48	35	9	4	3
SOUTHEAST	1,028	2/738	2/71.8	463	265	343	150	118	117
Alabama	67	45	67.2	31	14	24	4	14	3
Arkansas	75	62	82.7	---	62	24	3	15	20
Florida	67	27	40.3	27	---	3	19	4	1
Georgia	159	121	76.1	107	14	49	29	20	23
Kentucky	120	94	78.3	48	46	62	11	11	10
Louisiana	64	36	56.3	36	---	9	11	6	10
Mississippi	82	70	85.4	2	68	41	4	13	12
North Carolina	100	69	69.0	44	25	35	12	10	12
South Carolina	46	29	63.0	17	12	10	4	8	7
Tennessee	95	77	81.1	53	24	42	7	15	13
Virginia	98	2/76	2/77.6	2/66	---	30	32	2	2
West Virginia	55	32	58.2	32	---	14	14	---	4
SOUTHWEST	377	185	49.1	19	166	44	67	24	50
Arizona	14	1	7.1	---	1	---	1	---	---
New Mexico	32	11	34.4	---	11	1	9	1	---
Oklahoma	77	44	57.1	---	44	15	4	10	15
Texas	254	129	50.8	19	110	28	53	13	35
ROCKY MOUNTAIN	215	130	60.5	29	101	22	87	4	17
Colorado	63	41	65.1	4	37	4	31	1	5
Idaho	44	27	61.4	9	18	2	17	2	6
Montana	56	36	64.3	---	36	12	21	1	2
Utah	29	17	58.6	15	2	3	12	---	2
Wyoming	23	9	39.1	1	8	1	6	---	2
FAR WEST	150	50	33.3	17	33	1	42	2	5
California	58	15	25.9	4	11	---	11	1	3
Nevada	17	11	64.7	11	---	---	11	---	---
Oregon	36	12	33.3	1	11	1	9	---	2
Washington	39	12	30.8	1	11	---	11	1	---

1/ Rural counties are grouped from most rural--Group A to least rural--Group D. For description of each group, see page

2/ Among the 76 Virginia counties identified as rural, there are 10 cases in which two counties are combined to form a Division. For the purpose of this survey the combination, rather than the individual county, is treated as the basic rural unit. For this reason, the total number of counties shown in column 3 for the Southeast region and for the Continental United States exceeds by 10 the sum of columns 5 and 6 and of columns 7, 8, 9, and 10.

3/ The entire States of Connecticut, Rhode Island, Delaware and New Jersey, as well as the District of Columbia, were omitted from the survey because no counties in these States qualified as rural according to the criteria applied.

TABLE 2.--COMPOSITE SUMMARY OF GENERAL STATISTICS FOR PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS OF RURAL COUNTIES: 1955-56

Item	All Groups	Group A	Group B	Group C	Group D
1	2	3	4	5	6
Population, 1950	26,748,957	8,483,729	5,826,040	5,328,240	7,110,948
Number of counties	1,750	650	533	239	328
Number of districts in rural counties, 1957 1/	26,508	9,743	5,265	4,759	6,741
Percent of districts operating schools in 1956-57 1/	81.9	81.7	79.1	84.3	82.5
Average number of operating districts per county	12.4	12.2	7.8	16.8	17.0
Number of superintendents, assistant superintendents, and other administrative personnel (excluding clerks)	5,944	1,640	1,527	1,144	1,633
Total instructional staff	249,611	79,330	57,675	48,233	64,373
Supervisors and principals	9,853	2,917	2,593	1,746	2,597
Teachers and other nonsupervisory instructional staff	239,758	76,413	55,082	46,487	61,776
Men 2/	60,718	18,736	15,193	11,397	15,392
Women 2/	179,040	57,677	39,889	35,090	46,384
Men as percent of total	25.3	24.5	27.6	24.5	24.9
Number of clerks	6,577	1,679	1,867	1,234	1,797
For administration	4,337	1,203	1,117	853	1,164
For instruction	2,240	476	750	381	633
Enrollment	6,247,901	2,012,269	1,371,876	1,239,189	1,624,567
Percent of total in kindergarten and grades 1-8	77.7	78.4	77.6	77.6	76.8
Percent of total enrolled in grades 9-12	22.3	21.6	22.4	22.4	23.2
Number of pupils enrolled per teacher	26.1	26.4	25.0	26.7	26.4
Average daily attendance	5,459,696	1,744,107	1,213,393	1,076,863	1,426,333
Percent A.D.A. 3/ is of enrollment	87.4	86.7	88.4	86.9	87.8
Number of pupils in A.D.A. per teacher	22.8	22.9	22.1	23.2	23.2
Total number of elementary and secondary day schools 4/	52,226	20,185	10,618	9,709	11,714
Average enrollment per school	119.6	99.7	129.2	127.6	138.7
Average number of instructional staff per school	4.8	3.9	5.4	5.0	5.5

1/ Source of data: U.S. Bureau of the Census. Governments in the United States, No. 1 of Vol. 1, 1957, supplemented by files of the Governments Division.
2/ Partially estimated.
3/ A.D.A. means average daily attendance.
4/ Each elementary and secondary school organization was counted as a school, even though both may be housed in one building. Number of schools partially estimated.

TABLE 3.--COMPOSITE SUMMARY[1] OF PUBLIC SCHOOLS, PUPILS AND INSTRUCTIONAL STAFFS IN RURAL COUNTIES, BY LEVEL OF INSTRUCTION: 1955-56

Item	All groups	Group A	Group B	Group C	Group D
1	2	3	4	5	6
KINDERGARTEN					
Number of counties having kindergartens..	478	108	162	78	130
Number of teachers:					
Men.....	-	-	-	-	-
Women.....	1,719	292	487	349	591
Enrollment.....	78,658	13,066	21,083	17,483	27,026
Average daily attendance.....	66,031	11,032	17,540	14,860	22,599
Number of pupils enrolled per teacher[2]/..	45.8	44.7	43.3	50.1	45.7
Number of pupils in A.D.A.[3] per teacher[2]/.....	38.4	37.8	36.0	42.6	38.2
ELEMENTARY					
Number of counties having elementary schools.....	1,750	650	533	239	328
Number of teachers:.....	154,215	50,779	34,685	29,720	39,031
Men.....	18,618	6,182	4,880	3,224	4,332
Women.....	135,597	44,597	29,805	26,496	34,699
Men as percent of all teachers.....	12.1	12.2	14.1	10.8	11.1
Enrollment.....	4,482,556	1,478,792	969,305	878,807	1,155,652
Number of pupils enrolled per teacher....	29.1	29.1	27.9	29.6	29.6
Average daily attendance.....	3,902,438	1,272,538	855,885	762,041	1,011,974
Number of pupils in A.D.A. per teacher...	25.3	25.1	24.7	25.6	25.9
Percent A.D.A. is of enrollment.....	87.1	86.1	88.3	86.7	87.6
Number of schools[4]/.....	42,710	16,997	8,410	7,871	9,432
Enrollment per school.....	105.0	87.0	115.3	111.7	122.5
Number of teachers per school.....	3.6	3.0	4.1	3.8	4.1
SECONDARY					
Counties having secondary schools:					
Number.....	1,743	648	528	239	328
Percent of all counties.....	99.6	99.7	99.1	100.0	100.0
Number of teachers.....	83,045	25,134	19,664	16,298	21,949
Men.....	41,902	12,504	10,245	8,144	11,009
Women.....	41,143	12,630	9,419	8,154	10,940
Men as percent of all teachers.....	50.5	49.7	52.1	50.0	50.2
Enrollment.....	1,686,687	520,411	381,488	342,899	441,889
Number of pupils enrolled per teacher....	20.3	20.7	19.4	21.0	20.1
Average daily attendance.....	1,491,227	460,537	338,968	299,962	391,760
Number of pupils in A.D.A. per teacher...	18.0	18.3	17.2	18.4	17.8
Percent A.D.A. is of enrollment.....	88.4	88.5	88.9	87.5	88.7
Number of schools[4]/.....	9,516	3,188	2,208	1,838	2,282
Enrollment per school.....	177.2	163.2	172.8	166.6	193.6
Number of teachers per school.....	8.7	7.9	8.9	8.9	9.6
JUNIOR COLLEGES AND TEACHER TRAINING SCHOOLS[5]/					
Number of counties reporting college or post-high school training programs.....	15	2	2	5	6
Total staff (including clerical).....	99	1	69	1	28
Enrollment.....	1,561	64	733	161	603
ADULT EDUCATION					
Number of counties reporting public adult education.....	321	104	101	56	60
Total staff (including clerical).....	1,491	406	510	304	271
Enrollment.....	53,207	15,067	14,214	11,035	12,891
SUMMER SCHOOLS					
Number of counties reporting public summer schools.....	46	9	20	8	9
Total staff (including clerical).....	251	33	101	20	97
Enrollment.....	3,973	329	2,858	198	588

1/ Data summarized from individual reports. For a few items for which detailed data were not readily available, carefully prepared estimates were used.

2/ Unusually large ratio of pupils to teachers indicates possible double sessions of children for which teachers were reported only once.

3/ A.D.A. means average daily attendance.

4/ Each elementary and secondary school organization was counted as a school, even though both may be housed in one building. Number of schools partially estimated.

5/ Includes only those post high school programs which are officially part of county public school systems.

TABLE 4.-- COMPOSITE SUMMARY OF FINANCIAL DATA FOR PUBLIC SCHOOLS OF RURAL COUNTIES, BY GROUP: 1955-56

Item	All groups	Group A	Group B	Group C	Group D
1	2	3	4	5	6
	In thousands of dollars				
Total receipts and balances	1,997,419	537,848	522,236	382,940	554,395
Revenue receipts	1,129,807	403,011	369,093	274,592	383,110
Federal and State governments	754,395	233,761	180,287	152,152	188,196
Local sources	675,412	169,251	188,807	122,440	194,915
Taxes and appropriations	547,568	139,722	153,280	98,573	155,993
Separate tax levy for debt service	51,085	9,444	17,203	8,451	15,988
Transfers of funds from other school districts for tuition and transportation	37,267	8,146	6,643	9,113	13,365
All other	39,492	11,939	11,680	6,304	9,569
Nonrevenue receipts	211,770	48,042	61,591	40,719	61,417
Balances, beginning of year	655,842	86,794	91,551	67,630	109,867
Total expenditures and balances	1,997,419	537,848	522,236	382,940	554,395
Total current expenditures, all schools	1,243,565	358,508	316,993	237,128	330,936
Current expenditures for elementary and secondary day schools	1,206,827	348,836	309,884	228,228	319,879
Administration	51,496	14,166	13,778	9,680	13,872
Instruction	829,623	241,694	208,251	158,976	220,702
Salaries of instructional staff	779,698	228,606	194,141	149,778	207,172
Supervisors and principals	46,136	12,689	12,896	8,249	12,302
Teachers and other nonsupervisory instructional staff	733,562	215,917	181,245	141,530	194,870
Salaries of clerks for instruction	3,582	661	1,320	623	977
Other expenses of instruction (free textbooks, supplies, libraries, etc.)	46,343	12,427	12,799	8,574	12,553
Operation of school plant	96,406	25,084	27,285	17,232	26,805
Maintenance of school plant	43,012	11,727	11,675	8,139	11,471
Other school services	156,463	48,326	40,579	29,180	38,377
Health	2,703	539	929	431	803
Free transportation	117,281	37,434	30,639	21,792	27,416
School lunch	23,616	6,982	5,743	4,615	6,276
Other services, including attendance	12,865	3,373	3,268	2,342	3,882
Fixed charges (allocated to pupil cost)	29,827	7,837	8,317	5,020	8,652
Other current expenditures (adult education, summer schools, nonallocable fixed charges, etc.)	36,739	9,672	7,109	8,901	11,057
Expenditures for capital outlay	267,838	64,755	72,384	54,352	76,347
Expenditures for debt service	98,242	22,328	31,538	18,032	26,344
Balances, end of year	387,774	92,257	101,321	73,428	120,767
	Amounts in dollars (unrounded)				
Average annual salary per member of instructional staff 2/	3,123	2,882	3,365	3,105	3,218
Current expenditure per pupil in average daily attendance 2/	221	200	255	212	224
Expenditure for instruction per pupil in average daily attendance 2/	152	139	172	148	155
Expenditure for transportation per pupil in average daily attendance 2/	21	21	25	20	19
	Percent distribution				
Total revenue receipts	100.0	100.0	100.0	100.0	100.0
Federal and State governments	52.8	58.0	48.8	55.4	49.1
Local sources	47.2	42.0	51.2	44.6	50.9
Total current expenditures for full-time elementary and secondary day schools	100.0	100.0	100.0	100.0	100.0
Administration	4.3	4.1	4.4	4.2	4.3
Instruction	68.7	69.3	67.2	69.7	69.0
Free transportation	9.7	10.7	9.9	9.5	8.6
Other school services, excluding transportation	3.2	3.1	3.2	3.2	3.4
Operation and maintenance of plant	11.6	10.6	12.6	11.1	12.0
Fixed charges	2.5	2.2	2.7	2.2	2.7

1/ Data summarized from individual reports. For a few items for which detailed data were not readily available, carefully prepared estimates were used.

2/ In a few cases where expenditures for county colleges could not be separated from those for elementary and secondary schools, the staff and average daily attendance for the junior colleges were included in computing average staff salaries and the various per pupil expenditures.

Note.—Because of rounding, detail may not add to totals.

TABLE 5.--PERCENTAGE DISTRIBUTION OF TOTAL ENROLLMENT, BY GRADE, FOR PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS OF RURAL COUNTIES, BY GROUP: 1955-56

Grade	All rural counties				
	Total all groups	Group A	Group B	Group C	Group D
1	2	3	4	5	6
Total enrollment.....	100.0	100.0	100.0	100.0	100.0
Elementary.....	73.6	74.6	72.5	73.4	73.3
Kindergarten.....	1.3	.7	1.6	1.4	1.7
First.....	11.8	12.3	11.5	11.9	11.6
Second.....	10.6	10.8	10.6	10.6	10.4
Third.....	10.7	10.7	10.7	10.7	10.6
Fourth.....	9.5	9.6	9.5	9.4	9.3
Fifth.....	8.7	8.9	8.6	8.7	8.5
Sixth.....	8.6	8.7	8.5	8.5	8.4
Seventh.....	7.0	7.3	6.7	6.9	7.0
Eighth.....	5.4	5.5	4.8	5.2	5.8
Special elementary.....	1/0.0	1/0.0	1/0.0	1/0.0	0.1
Secondary.....	26.4	25.4	27.5	26.6	26.7
Seventh.....	1.6	1.4	1.9	1.7	1.5
Eighth.....	2.5	2.4	3.1	2.5	2.0
Ninth.....	7.0	6.9	7.0	7.0	7.1
Tenth.....	5.9	5.7	6.0	5.9	6.1
Eleventh.....	5.0	4.8	5.0	5.0	5.3
Twelfth.....	4.4	4.1	4.3	4.4	4.6
Special secondary.....	1/0.0	1/0.0	.1	1/0.0	1/0.0
Total seventh grade.....	8.6	8.7	8.7	8.7	8.5
Total eighth grade.....	7.9	7.9	8.0	7.8	7.8

1/ Less than .05 percent
Note: Because of rounding, detail may not add to totals.

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